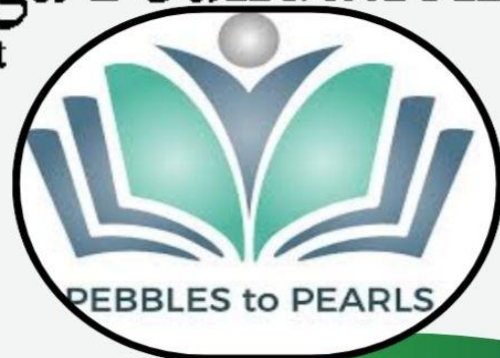




**DEVI
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The Olinga Foundation
For Human Development



ACCELERATING LEARNING FOR ALL(ALfA)

Ayensuano District
Eastern Region, Ghana
FEBRUARY-JULY, 2025

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Acknowledgements

The Olinga Foundation for Human Development extends its sincere appreciation to Pebbles to Pearls for their generous support in promoting literacy in rural and underserved communities. Their contributions have provided vital learning resources, instilled hope, and inspired confidence, profoundly transforming lives and communities in Ghana.

We also wish to acknowledge DEVI and Sunita Gandhi for their continuous support in sharing their innovative approaches to literacy and strengthening the Foundation's work. Their collaboration has been instrumental in advancing this foundational learning methodology for Ghana and Africa.

Our heartfelt gratitude also goes to the Ghana Education Service (GES), Ayensuano District for their steadfast commitment to quality education. Their invaluable partnership has played a key role in shaping brighter futures for children in need.

Together, we are creating meaningful and lasting change, and we deeply value the unwavering support of all our partners and stakeholders.

Executive Summary

This report integrates quantitative and qualitative findings from the endline assessment of the program implemented through the Dignity, Education, Vision International (DEVI) Accelerating Learning for All (ALfA) methodology. The *quantitative* data, drawn from the assessment in English using the Annual Status of Education Report (ASER) literacy assessments, measures progress in learners' reading proficiency across classes primary 3 to primary 5 in intervention and non-intervention schools. Qualitative data captures insight from interviews with headteachers, teachers, and students, providing a deeper understanding of the classroom environment, teaching methodologies, and resources availability. Overall, intervention schools demonstrated significant improvement in literacy outcomes, students' engagement and adoption of structured phonics-based teaching methods, while non-intervention schools showed slower progress.

Overall Literacy Gains

Across Primary 3 to Primary 5, learners in intervention schools under the ALfA program demonstrated substantial improvements in reading proficiency compared to baseline.

Primary 3: The proportion of learners reaching advanced literacy levels (Levels 4–6) rose from 38.57% to 55.46% in intervention schools, with the largest gains in Story Level (+13.05pp) and Reading Comprehension (+15.68pp).

Primary 4: Advanced-level performance increased from 56.44% to 79.17%, with notable gains in Reading Comprehension (+6.98pp).

Primary 5: Advanced-level performance rose from 79.74% to 91.66%, with the biggest gain recorded at the Story Level (+20.75pp).

Gender analysis revealed that females consistently outperformed males at higher proficiency levels, and intervention schools consistently outperformed non-intervention schools in all grades.

Qualitative Improvements

The qualitative assessment found that intervention schools exhibited

- improved teaching practices, with widespread adoption of structured, phonics-based methods;
- effective use of Olinga-provided materials and refresher training by headteachers using the professional learning communities;
- stronger student engagement, active reading clubs, and positive reinforcement as a discipline strategy;
- strong community involvement through School Management Committees (SMCs) and Parent Teacher Associations (PTAs).

By contrast, non-intervention schools showed minimal qualitative change from baseline, with continued reliance on less structured teaching methods and greater infrastructure challenges.

Key Challenges Identified

- persistent shortages of furniture and ICT resources

- discipline concerns in some cases, with occasional punitive measures still in use
- larger class sizes and language barriers in non-intervention schools

Recommendations

1. Support non-intervention schools to adopt structured, phonic-based methodology.
2. Continue providing in-service training and professional learning community sessions to reinforce the ALfA practices
3. Collaborate with the district assembly to address shortages in furniture's and ICT resources, prioritizing schools with growth needs.
4. Strengthen community involvement through active SMC/PTA participation.

Conclusion

The endline findings clearly indicate that the DEVI Accelerating Learning for All (ALfA) methodology significantly improved literacy outcomes and classroom engagement when implemented with adequate support, teacher training, and learning resources. Sustaining these gains will require continued investment in teacher professional development, infrastructure, and community engagement, while encouraging the adoption of structured literacy approaches in all schools in the district.

Chapter 1 – Overview of the ALfA Pedagogy

The Accelerating Learning for All (ALfA) is a pedagogical program developed by Dignity, Education, Vision International (DEVI). The Olinga Foundation for Human Development, in collaboration with DEVI, implemented this program. Phase 2 of the program ran from February to July 2025, with one-hour daily literacy instruction integrated into the timetable. The six intervention and six non-intervention schools assessed in Phase 2 were different set of schools within the same Ayensuano District of the Eastern Region of Ghana. The program aims to help children rapidly acquire foundational literacy and numeracy skills.

The ALfA program seeks to improve the educational outcomes of children in Ghana. Its primary objective is to support learners' literacy (reading and writing) and numeracy development, focusing on primary-level learners and teachers. ALfA aims to enhance the capacities of basic schoolteachers, particularly in teaching methodology, instructional leadership, and pedagogic approaches. The program fosters improved literacy among primary students by providing targeted training to teachers and high-quality, relevant learning materials. This includes two-day training for headteachers, teachers, and Ghana Education Service (GES) officers, followed by intensive monitoring, mentoring, and coaching by Olinga staff. These support activities involve classroom observation to ensure effective program implementation. Furthermore, engagement activities with students, their families, communities, and the Ghana Education Service bolster these key initiatives.

The second phase of the ALfA program began with a baseline assessment in February 2025 in six intervention and six non-intervention schools. The program has impacted 18 teachers (from Primary 3 to 5), six headteachers, and officers from the district Ghana Education Office. A total of 993 students has benefited from this intervention, comprising of 486 males and 507 females.

In all participating schools, the ALfA program has been systematically integrated into the daily class timetable, with a dedicated one-hour session each day. This structured approach ensures consistent delivery of the program, enabling students to engage with ALfA content regularly. By embedding the program into the timetable, schools are prioritizing the development of literacy and foundational skills, central to the ALfA approach. This daily hour is crucial not only for reinforcing learning objectives but also for fostering a routine that enhances student engagement and academic growth.

The baseline survey provided a benchmark for measuring progress. This endline assessment evaluates the qualitative aspect of the program's impact as well as reporting the quantitative results.

Chapter 2: Methodology

1. Study Design

A mixed-methods approach was adopted, comprising:

- **Quantitative assessments** of learner outcomes using ASER Literacy Tools.
- **Qualitative interviews** with head teachers, teachers and students to contextualize the learning environment, instructional methods, and ongoing interventions.

2. Sampling Procedure

- Although the design targeted 720 randomly sampled learners (20 per each of the 3 classrooms× 12 schools), in practice all available learners in the selected classes were assessed, totaling 636 learners across Primary 3, Primary 4, and Primary 5.

3. Data Collection Instruments

a. Literacy Assessment – ASER Tool

Administered in English, the tool evaluated learners across six progressive levels of reading proficiency:

- **Level 1 – Initial Level:** Learner can read fewer than four letters.
- **Level 2 – Letter Recognition Level:** Learner can read at least four out of five letters.
- **Level 3 – Word Recognition Level:** Learner can read at least four out of five words.
- **Level 4 – Paragraph Recognition Level:** Learner can read a paragraph fluently, or with a maximum of one mistake.
- **Level 5 – Story Recognition Level:** Learner can read a short story with a maximum of two mistakes.
- **Level 6 – Reading Comprehension Level:** Learner can read and correctly respond to up to four comprehension questions.

Assessments were conducted one-on-one and orally to ensure accuracy and consistency.

4. Data Analysis

Quantitative data was disaggregated and analysed by:

- **Grade Level** (Primary 3–5)
- **Gender**

- **School type** (Intervention or Non-Intervention)
- A side-by-side comparison was conducted with the baseline outcomes

Chapter 3: Qualitative Analysis

A total of 12 head teachers, 36 teachers, (one from each of the primary 3 to 5 classes), and 120 focal students, (ten from each school) were interviewed across the six intervention and non-intervention schools. Interviews focused on key themes including instructional methods, language use, structure and furniture problems, current educational interventions, enrollment trends, teacher support mechanisms, teachers' punctuality at school, and ways of managing inappropriate behaviors

Key Findings

Headteachers

Headteachers from intervention schools reported generally conducive learning environments, adequate classroom space in most cases, and active Reading Clubs. Olinga materials were described as well-utilized and maintained, though shortages of furniture and ICT resources remain common. Support for teachers in implementing the ALfA methodology included professional learning community (PLC) sessions, in-service training, and coaching. Involvement of School Management Committees (SMCs) and Parent Teacher Associations (PTAs) was strong, contributing to decision-making and school maintenance. In non-intervention schools, insufficient infrastructure was more pronounced, and while teaching materials were available, their condition and sufficiency varied.

Teachers

Teachers in intervention schools reported following the step-by-step ALfA (Accelerating Learning for All) process-driven methodology in their daily lesson delivery. This structured approach ensured consistency and active learner engagement while fostering collaborative learning.

The ALfA methodology incorporated several key steps which include:

Preparation and Pairing: Teachers prepared name chits and numbers to support randomly paired learners daily.

Four-Step Interactive Teaching Process:

1. Teacher–Learner Demo – Teachers modeled activities with a learner, demonstrating how to engage effectively.
2. Learner–Learner Demo – Two learners demonstrated the same activity to peers, showing how to collaborate and provide instant feedback.
3. Whole Class Works in Pairs – All learners practiced activities together in randomly assigned pairs, switching roles to reinforce understanding.

4. Practice & Homework – Learners created new questions, exchanged answers, and extended learning beyond the classroom, often involving parents.

Collective Feedback & Reflection: Teachers facilitated group reflection after each unit, using quick checks like multiple-choice questions to address gaps and strengthen comprehension.

Weekly GROW Circles: Teachers also engaged in bi-weekly GROW meetings (Grit, Research, Originality, Work) through Professional Learning Community (PLC) to share classroom experiences, track learner progress, and plan upcoming lessons.

Through this systematic ALfA approach, teachers reported significant improvements in learner participation, reading outcomes, and overall classroom engagement.

In contrast, teachers in non-intervention schools reported using more varied and less structured teaching methods, often lacking a unified instructional framework. These schools also faced challenges such as insufficient teaching materials, large class sizes, and language barriers that limited effective learning outcomes.

Students

Students in intervention schools appreciated the use of teaching and learning materials, engaging lesson presentations, and supportive teacher attitudes. Dislikes included punishments like caning and classroom noise disruptions. Many students rated their teachers' abilities to teach in local and English languages as good to excellent. Reports of verbal or physical abuse were rare in intervention schools. In non-intervention schools, students similarly valued engaging lessons but noted more frequent negative behaviors such as fighting and occasional abuse.

Below are some success stories from headteachers and teachers on the ALfA methodology

“Learners now feel more comfortable and confident when speaking English. Many can pronounce words accurately using the syllabic approach, which has boosted their participation in class activities”. (Teacher Mante Presby Basic)

“Learners have developed a genuine interest in reading. They enjoy engaging with the ALfA books and are now eager to read both in class and” (Kyekyewere D/A Basic)

“The ALfA program’s random grouping strategy has helped students work better as a team. Group discussions are now more effective, and learners actively share ideas without hesitation”. (Asuboi Methodist Basic School)

“Learners have shown significant progress in their writing skills, especially in class tests. Their spelling accuracy has improved remarkably, reflecting better comprehension and literacy development”. (Amanase Presby Basic 3)

Head teachers

“Learners are more relaxed when reading the ALfA books. The random grouping strategy has helped them work better as a team and build cordial relationships. Learners are now confident in speaking English and can pronounce words using the syllabic approach.”

(Male Teacher, Amanase Presby B Primary)

“Students’ responses to the program have been very positive. Learners no longer feel shy to talk in class. Group discussions have also become more effective, and students’ ability to speak English has improved remarkably.”

(Male Teacher, Teacher Mante Presby A School)

“Learners have started reading independently. Most learners are no longer afraid to read aloud in class, and pupils are now eager to read on their own.”

(Female Teacher, Asuboi Methodist Primary)

“A lot of learners now love to read. There has been a marked improvement in both reading and writing of English, especially in class tests. Children’s spelling has also improved remarkably.”

(Male Teacher, kyekyewere D/A)

Chapter 4: Performance in Literacy

Introduction

The extent of teacher training and instructional delivery continues to have a significant impact on pupil learning outcomes (UNICEF, 2018). This endline analysis uses results from the Annual Status of Education Report (ASER) Learner Assessment Tool to measure progress since the baseline and compare learner outcomes across schools in the Ayensuano District.

The ASER Literacy Assessment Tool evaluates learners across six levels of reading proficiency:

- **Level 1 – Initial Level:** Learner can read fewer than four letters.
- **Level 2 – Letter Recognition Level:** Learner can read at least four out of five letters.
- **Level 3 – Word Recognition Level:** Learner can read at least four out of five words.
- **Level 4 – Paragraph Recognition Level:** Learner can read a paragraph fluently, or with a maximum of one mistake.
- **Level 5 – Story Recognition Level:** Learner can read a short story with a maximum of two mistakes.
- **Level 6 – Reading Comprehension Level:** Learner can read and correctly respond to up to four comprehension questions.

The endline ASER literacy assessment was administered in English to learners in Primary 3 to Primary 5. The following analysis covers overall performance, gender differences, and comparisons between intervention and non-intervention schools for each grade.

Primary 3 Literacy ASER Assessment

The following results present combined data from intervention and non-intervention schools, unless otherwise stated.

Overall Performance

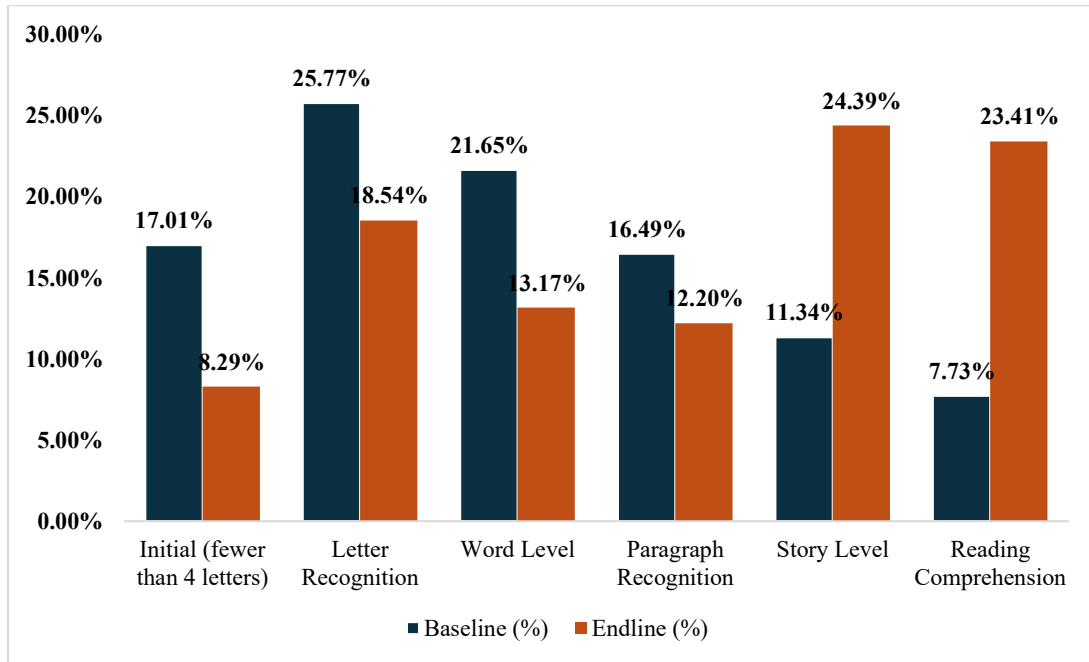
A total of **213 learners** was assessed in Primary 3 (104 females, 109 males). The results show that 8.29% of learners are at Level 1 (Initial Level), 18.54% at Level 2 (Letter Recognition), and 13.17% at Level 3 (Word Level). At the higher proficiency levels, 12.20% reached Level 4 (Paragraph Recognition), 24.39% reached Level 5 (Story Level), and 23.41% attained Level 6 (Reading Comprehension), the highest level. In total, **39.99%** of learners are performing at the lower proficiency levels (Levels 1–3), compared to **64.43%** at baseline.

Key Changes: The proportion of learners in Level 1 (Initial Level) dropped by 8.72 percentage points, and Level 2 (Letter Recognition) fell by 7.23 percentage points. The largest gains were seen in Level 5 (Story Level), which more than doubled (+13.05 percentage points), and Level 6

(Reading Comprehension), which tripled from 7.73% to 23.41% (+15.68 percentage points), showing strong progress in advanced reading skills.

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Figure 1: Primary 3 Literacy Performance – Baseline vs. Endline

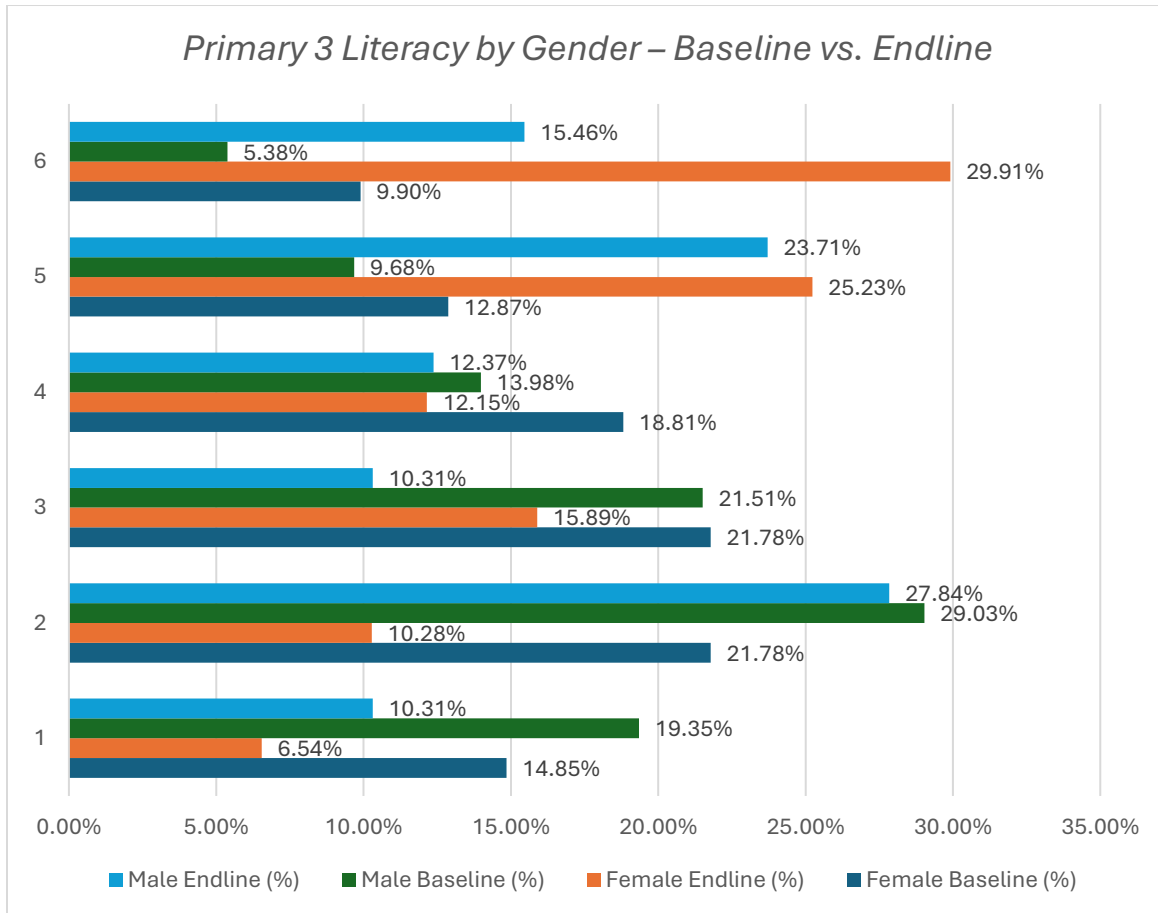


Key Changes: Strong gains in Level 5 (+13.05pp) and Level 6 (+15.68pp); decline in Levels 1–2.

Gender-Disaggregated Performance

- Females: 67.29% at Levels 4–6 (baseline: 41.58%) (**rise of 25.71% points**)
- Males: 51.54% at Levels 4–6 (baseline: 29.04%) (**rise of 22.5 % points**)

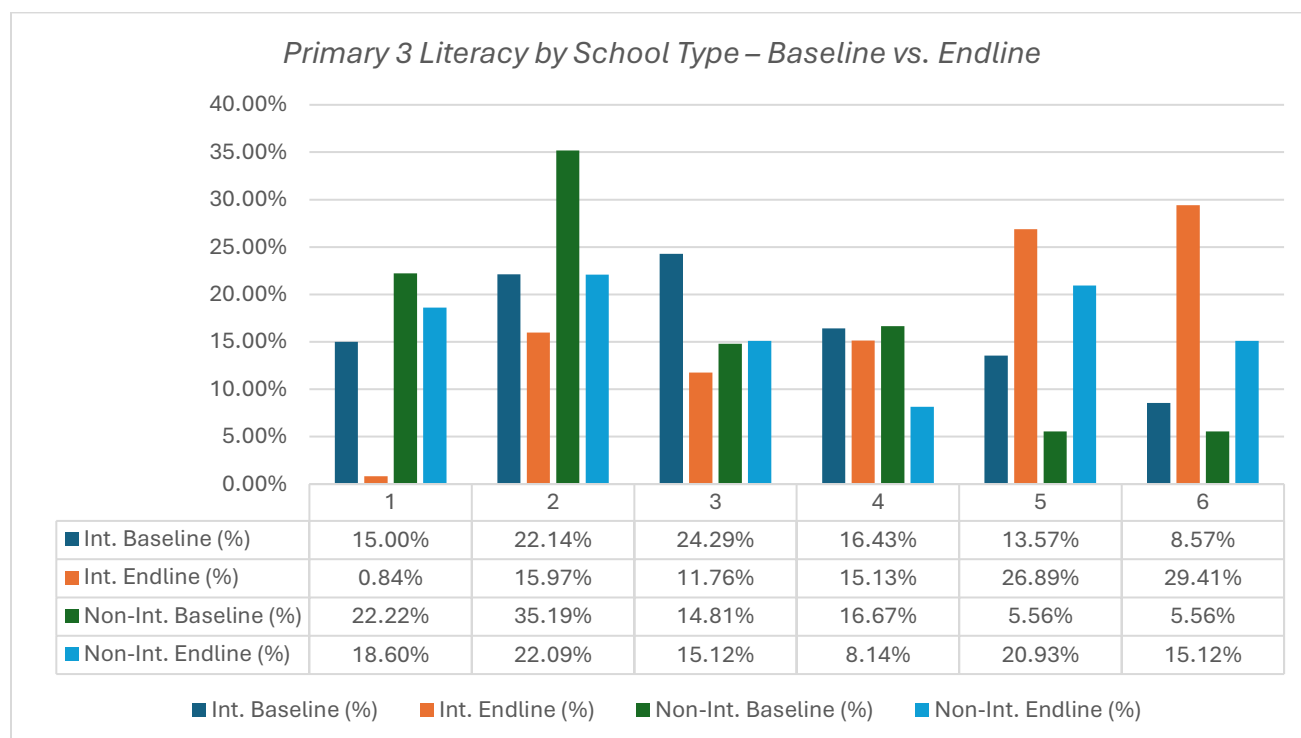
Figure 2: Primary 3 Literacy by Gender – Baseline vs. Endline



Intervention vs. Non-Intervention

- Intervention: 55.46% at Levels 4–6 (baseline: 38.57%) **(16.89%-point rise)**
- Non-intervention: 44.19% at Levels 4–6 (baseline: 27.79%) **(16.4% point rise)**

Figure 3: Primary 3 Literacy by School Type – Baseline vs. Endline



Primary 4 Literacy ASER Assessment

The following results present combined data from intervention and non-intervention schools, unless otherwise stated

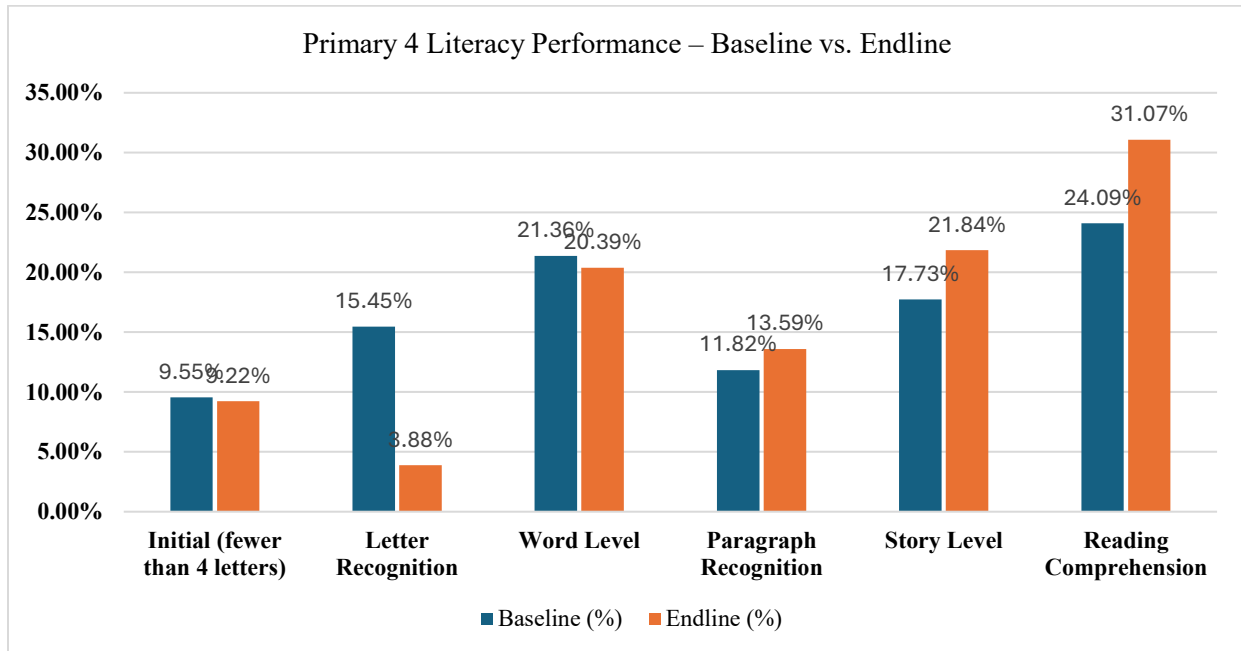
Overall Performance - (combined data from intervention and non-intervention schools)

A total of **206 learners** was assessed in Primary 4 (95 females, 111 males). The results show that 9.22% of learners are at Level 1 (Initial Level), 3.88% at Level 2 (Letter Recognition), and 20.39% at Level 3 (Word Level). At the higher proficiency levels, 13.59% reached Level 4 (Paragraph Recognition), 21.84% reached Level 5 (Story Level), and 31.07% attained Level 6 (Reading Comprehension), the highest level. In total, **33.49%** of learners are performing at the lower proficiency levels (Levels 1–3), compared to **46.36%** at baseline.

Key Changes: Since baseline, the proportion of learners in Level 2 (Letter Recognition)

dropped sharply by 11.57 percentage points, while Level 6 (Reading Comprehension) rose by 6.98 percentage points. Level 5 (Story Level) also showed a gain of 4.11 percentage points, indicating overall improvement in advanced reading skills.

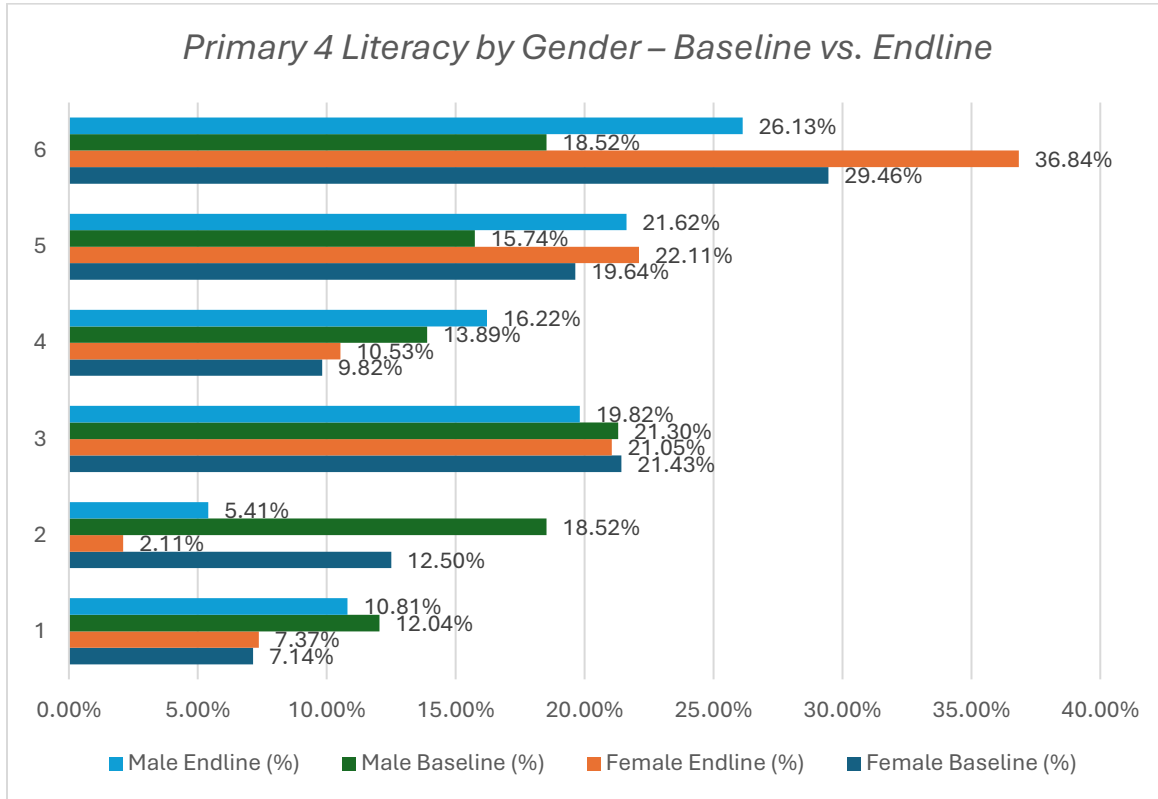
Figure 4: Primary 4 Literacy Performance – Baseline vs. Endline



Gender-Disaggregated Performance

- Females: 68.63% at Levels 4–6 (baseline: 58.92%) (**rise of 9.71%**)
- Males: 56.76% at Levels 4–6 (baseline: 48.15%) (**rise of 8.61%**)

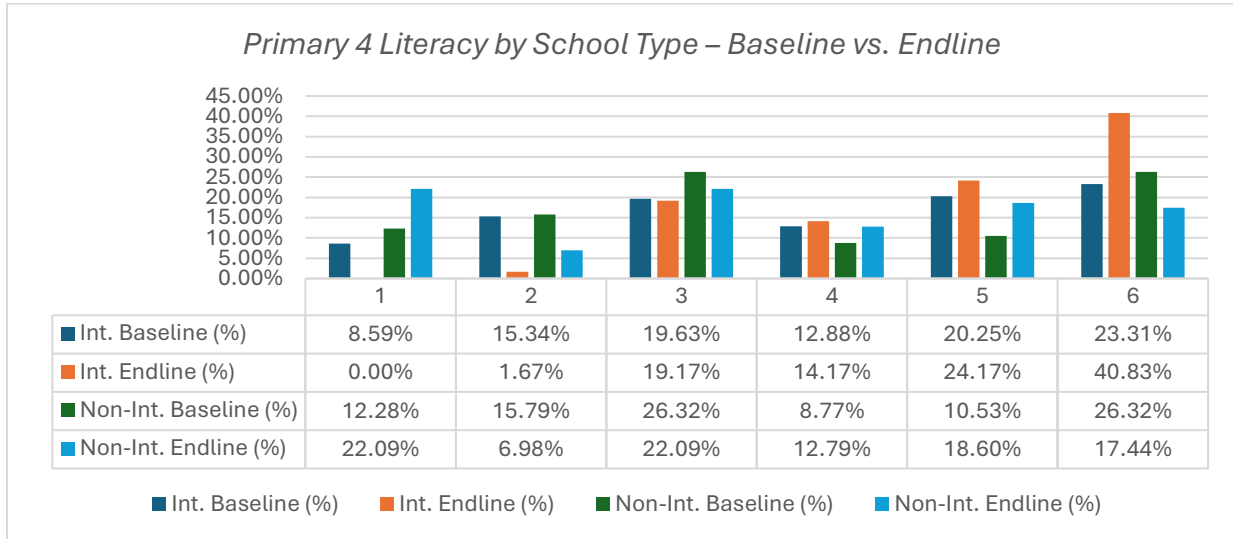
Figure 5: Primary 4 Literacy by Gender – Baseline vs. Endline



Intervention vs. Non-Intervention

- Intervention: 79.17% at Levels 4–6 (baseline: 56.44%) **(22.73%-point rise)**
- Non-intervention: 57.03% at Levels 4–6 (baseline: 45.62%) **(11.41%-point rise)**

Figure 6: Primary 4 Literacy by School Type – Baseline vs. Endline



Primary 5 Literacy ASER Assessment

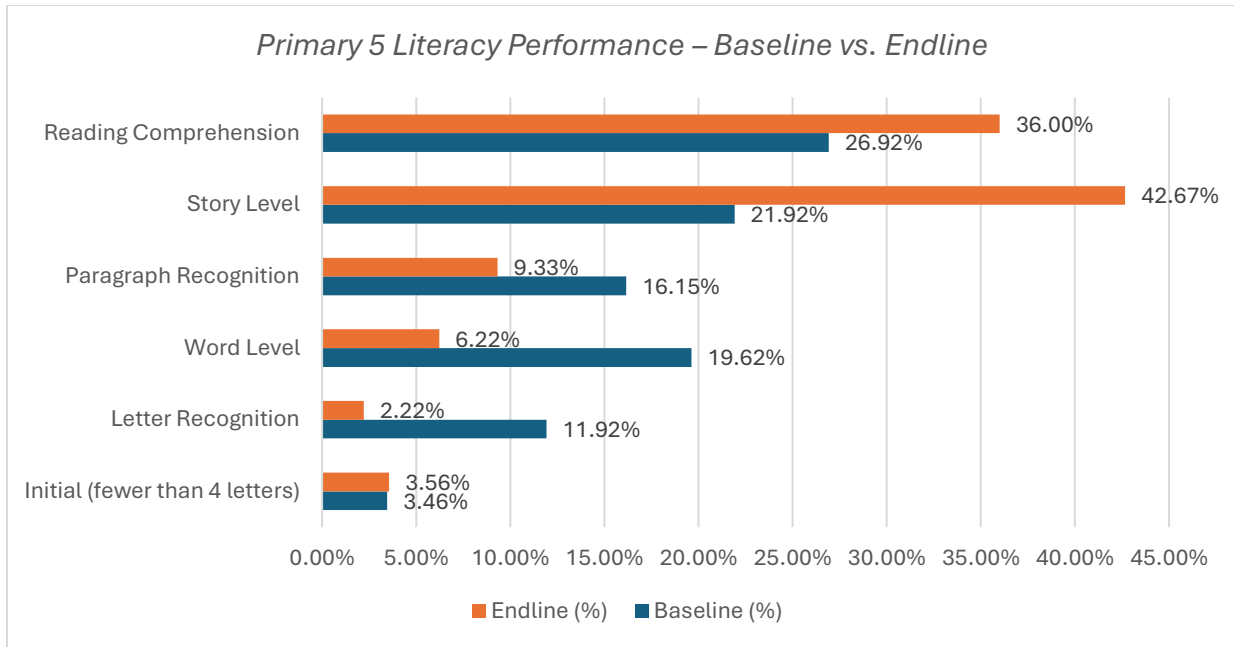
The following results present combined data from intervention and non-intervention schools, unless otherwise stated.

Overall Performance

A total of **217 learners** was assessed in Primary 5 (103 females, 114 males). The results show that 3.56% of learners are at Level 1 (Initial Level), 2.22% at Level 2 (Letter Recognition), and 6.22% at Level 3 (Word Level). At the higher proficiency levels, 9.33% reached Level 4 (Paragraph Recognition), 42.67% reached Level 5 (Story Level), and 36.00% attained Level 6 (Reading Comprehension). Only **12.00%** of learners are performing at the lower proficiency levels (Levels 1–3), compared to **35.00%** at baseline.

Key Changes: The largest gain was in Level 5 (Story Level), which increased by 20.75 percentage points from baseline, followed by Level 6 (Reading Comprehension) with a gain of 9.08 percentage points. Lower-level categories (Levels 1–3) saw significant reductions, reflecting overall improvement in literacy outcomes.

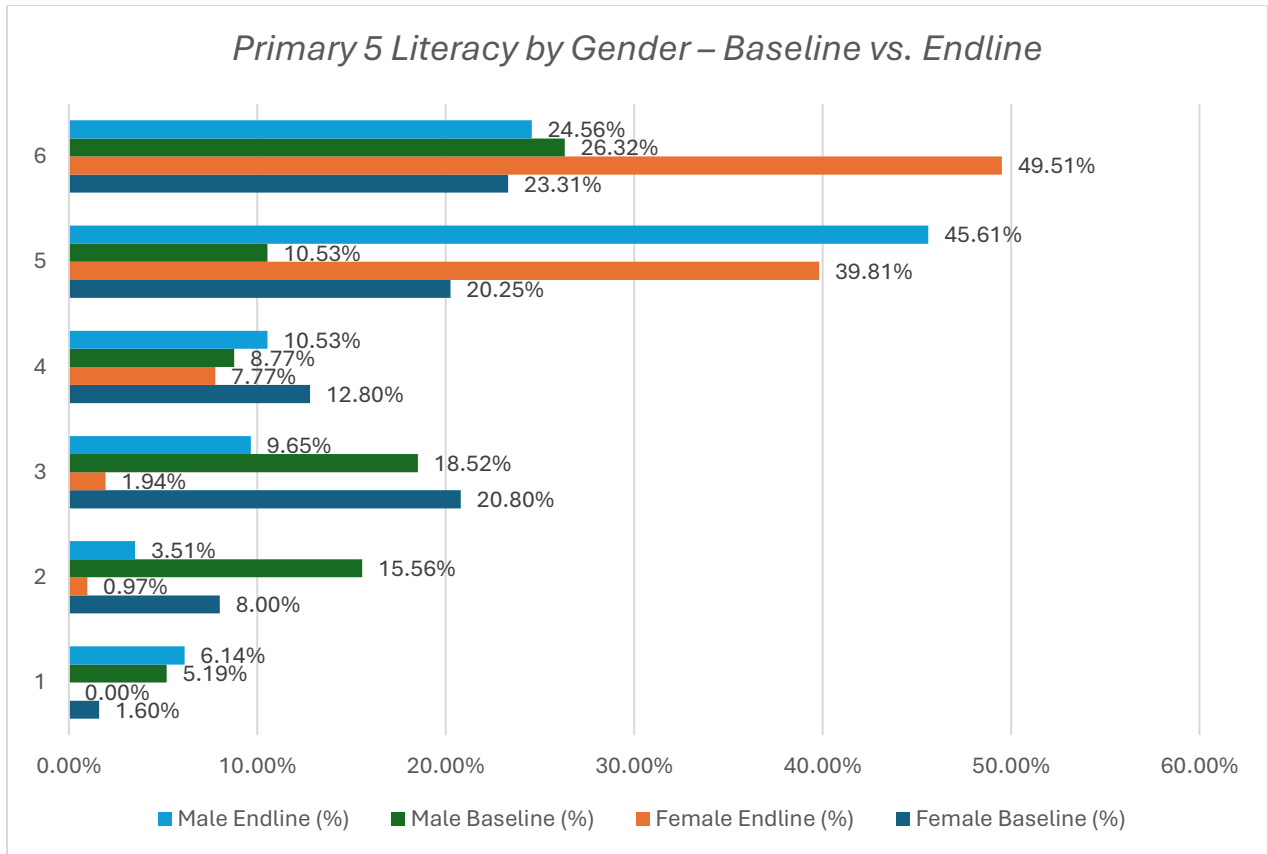
Figure 7: Primary 5 Literacy Performance – Baseline vs. Endline



Gender-Disaggregated Performance

- Females: 97.09% at Levels 4–6 (baseline: 69.60%) **(rise of 27.49%)**
- Males: 84.21% at Levels 4–6 (baseline: 60.73%) **(rise of 23.48%)**

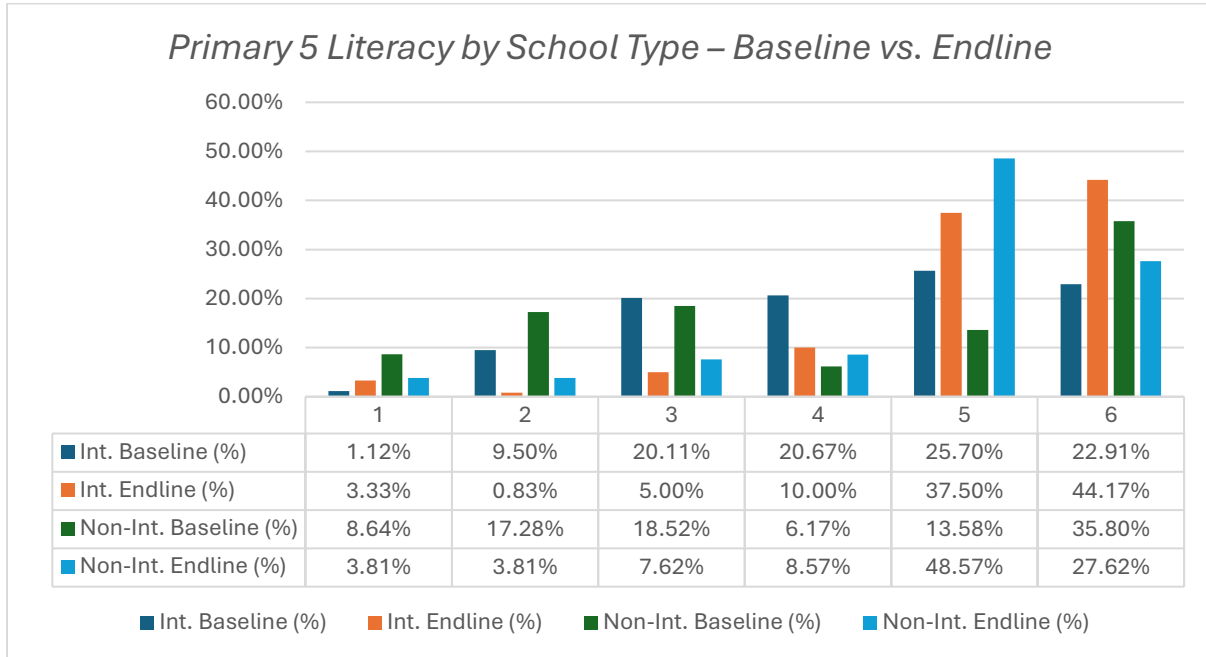
Figure 8: Primary 5 Literacy by Gender – Baseline vs. Endline



Intervention vs. Non-Intervention

- Intervention: 91.66% at Levels 4–6 (baseline: 79.74%) **(11.92 %-point rise)**
- Non-intervention: 86.66% at Levels 4–6 (baseline: 68.24%) **(18.36%-point rise)**

Figure 9: Primary 5 Literacy by School Type – Baseline vs. Endline



Chapter 5: Key findings

Intervention Schools

Primary 3

- **Overall Performance:** Strong upward shift in literacy proficiency. Learners at higher levels (Levels 4–6) rose from **35.57% at baseline to 60.01% at endline**.
- **Gender Lens:**
 - **Females:** 67.29% reached advanced levels (Levels 4–6), up from 41.58%.
 - **Males:** 51.54% reached advanced levels, up from 29.04%.
 - **Finding:** Girls significantly outperformed boys, showing stronger gains in higher literacy competencies.
- **Key Insight:** The intervention has helped reduce literacy gaps, however, boys continue to trail girls in attaining advanced proficiency.

Primary 4

- **Overall Performance:** Literacy improved, with low-level learners (Levels 1–3) dropping from 46.36% at baseline to 33.49% at endline. Reading Comprehension (Level 6) rose from 24.09% to 31.07%.
- **Gender Lens:**
 - **Females:** 68.63% achieved advanced levels, up from 58.92%.
 - **Males:** 56.76% achieved advanced levels, up from 48.15%.
 - **Finding:** Both genders improved, but females consistently outperformed males. The gender gap widened slightly in favor of girls.
- **Key Insight:** The intervention is pushing more learners to comprehension level, but gender disparity persists.

Primary 5

- **Overall Performance:** Significant progress in literacy. Only **12% remain at lower levels** compared to 35% at baseline. Strong gains in Story Level (+20.75 percentage points) and Reading Comprehension (+9.08 percentage points).
- **Gender Lens:**
 - **Females:** 97.09% at Levels 4–6, up from 69.60%.

- **Males:** 84.21% at Levels 4–6, up from 60.73%.
- **Finding:** Girls showed exceptional improvement, almost universal attainment at advanced literacy levels. Boys also improved but still trail girls by about 13 percentage points.
- **Key Insight:** Gender gap is most pronounced at this level. Girls are achieving near-universal proficiency, highlighting a need for targeted support for boys.

Cross-Class Gender Insights

- Across all classes (Primary 3–Primary 5), **girls consistently outperform boys** in literacy, particularly at advanced levels (Levels 4–6).
- The **gender gap persists as learners progress** to higher classes:
 - Primary 3 gap = ~16 percentage points.
 - Primary 4 gap = ~12 percentage points.
 - Primary 5 gap = ~13 percentage points.
- The intervention is effective overall but requires **gender-responsive strategies** to support boys, who remain disproportionately represented at lower literacy levels.

Nonintervention schools

Primary 3

Overall Performance:

Learners in non-intervention schools recorded slower progress compared to intervention schools. Advanced literacy levels (Levels 4–6) improved from 27.79% at baseline to 44.19% at endline (+16.4pp), leaving 55.81% of learners at lower proficiency levels (Levels 1–3).

Gender Lens:

Females: Showed relatively stronger performance, with a higher proportion reaching advanced levels.

Males: Lagged females, with fewer attaining Levels 4–6.

Finding: Girls significantly outperformed boys, though overall literacy outcomes remain lower than those of intervention schools.

Key Insight: Without structured teaching approaches, non-intervention schools risk maintaining wide gaps in foundational literacy attainment.

Primary 4

Overall Performance:

Learners demonstrated moderate improvement, with advanced literacy levels (Levels 4–6) rising from 45.62% at baseline to 57.03% at endline (+11.41pp). However, 42.97% remain at lower proficiency levels (Levels 1–3), indicating slower literacy development compared to intervention schools.

Gender Lens:

Females: Outperformed males, achieving higher representation at advanced literacy levels.

Males: Continued to underperform, widening the gender gap slightly in favor of girls.

Finding: While overall progress is visible, females consistently perform better than males, and performance still trails intervention schools.

Key Insight: Greater adoption of structured literacy instruction is needed to push more learners, particularly boys, into advanced proficiency.

Primary 5

Overall Performance:

Non-intervention learners recorded the highest gains, with advanced proficiency (Levels 4–6) rising from 68.24% at baseline to 86.66% at endline (+18.36pp). Despite this improvement, results remain slightly behind intervention schools.

Gender Lens:

Females: Demonstrated exceptional improvement, with a majority reaching advanced literacy levels.

Males: Also improved but continue to lag slightly behind females.

Finding: Both genders improved substantially, but females continue to outperform males at advanced levels.

Key Insight: Even with overall progress, targeted measures are required to close gender gaps and match the performance of intervention schools.

Cross-Class Gender Insights

Across Primary 3 to Primary 5, girls consistently outperform boys in advanced literacy (Levels 4–6).

The gender gap persists at all levels:

Primary 3 gap \approx 12–15 percentage points

Primary 4 gap \approx 10–12 percentage points

Primary 5 gap \approx 8–10 percentage points

These trends highlight the need for gender-responsive interventions to support boys' literacy attainment.

Chapter 6: Recommendation

- 1. Scale Up Structured Phonics-Based Literacy Methods**

Extend the ALfA methodology to non-intervention schools to address persistent gaps in literacy performance. Provide targeted in-service training to teachers to ensure consistent use of student-centered, phonics-based approaches.
- 2. Strengthen Gender-Responsive Strategies**

Develop interventions that specifically support boys, who consistently lag behind girls at advanced literacy levels. Introduce peer mentoring, male role models, and targeted remedial programs to close the gender gap.
- 3. Enhance Teacher Capacity and Support**

Institutionalize regular Professional Learning Community (PLC) sessions for continuous peer learning and coaching. Encourage headteachers to provide ongoing feedback and mentoring to sustain ALfA practices.
- 4. Address Infrastructure and Resource Gaps**

Collaborate with the District Assembly and other stakeholders to address shortages of furniture, ICT tools, and learning materials. Prioritize schools with overcrowded classrooms and insufficient teaching aids.
- 5. Strengthen Positive Discipline Approaches**

Reinforce non-punitive discipline methods through teacher training, ensuring a safe and supportive classroom environment. Encourage schools to adopt student-centered strategies such as positive reinforcement, peer mediation, and counselling.
- 6. Deepen Community Engagement**

Strengthen the involvement of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) in monitoring and supporting literacy initiatives. Foster stronger school–community partnerships to mobilize local resources and improve accountability.

Chapter 7: Conclusion

The endline assessment confirms that the ALfA methodology has significantly improved literacy outcomes across intervention schools in Ayensuano District. Learners in intervention schools showed strong progress in reading proficiency, particularly at advanced levels, while non-intervention schools continued to demonstrate slower gains. The findings also highlight a persistent gender gap, with girls consistently outperforming boys in literacy achievement.

Overall, the evidence underscores the effectiveness of structured, phonics-based instruction, teacher training, and community involvement in driving literacy improvements. Sustaining and scaling these gains will require targeted investments in teacher professional development, gender-responsive programming, infrastructure support, and stronger partnerships with communities and local authorities.

By institutionalizing these strategies, Ayensuano District can ensure that all learners, regardless of school type or gender, acquire the foundational literacy skills essential for lifelong learning and academic success.